Brazosport ISD

Comprehensive Assessment Plan (CAP)

2010-2011

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Section 1: Overview

"Assessment completes the contract between families and their school"

- ✓ Rationale
- ✓ Vision, Mission, Parameters, Beliefs, Goals
- ✓ Development Process and Review
- ✓ Purposes of Assessment
- ✓ Methods of Assessment
- ✓ Equity in Assessment

Rationale

The assessment of student progress is essential to our vision and mission. A *Comprehensive Assessment Plan* aligned to our established academic standards and core values is imperative to maintain our focus and guide our work. The objective of this plan is to provide a framework and guiding principles that will allow us to develop each level of the organization while building upon our shared belief that the work of our students and their teachers is the heart of our organization.

Assessment is an integral component of the learning process. Students require clearly defined standards against which they can self-assess and feedback from others regarding their performance. Assessment, both formal and informal, is an essential piece of the teaching/learning process. It may involve formalized testing, but more often employs less formal, more frequent forms of feedback related to specific learning objectives and tailored to the needs of the individual student. Teachers need timely, specific information about student progress to guide their instructional decisions. To be actively involved as partners, parents require information so that they may support the efforts of their children. Our community expects to receive valid and reliable information about the quality of the educational programs that we provide and the school system requires information regarding program effectiveness.

Vision

Believing In Students Dreams

Mission

The mission of the Brazosport ISD Assessment Program is to ensure academic success for all students through assessments aligned with instruction based upon the district scope and sequence as determined by the Texas Essential Knowledge and Skills.

Parameters

- Assessment development will be based upon meeting the individual needs of ALL students.
- Assessments will be reviewed and changed annually to allow broader use of tests in reteaching and to ensure greater test security.
- Assessment results will be utilized to improve instruction.
- We will hold high expectations for ALL team members to administer the district assessment program as designed.

Beliefs

- All students can learn given appropriate time, instruction, and resources.
- Education is a partnership among parent, student, and school and all team members are accountable for student success.
- Every team member will administer the district assessment program with the highest level of integrity and ethical standards.
- High expectations promote improved measurable performance.
- We value and respect diversity and are committed to closing achievement gaps for all student groups.

Goals

- To meet or exceed a state rating of “Recognized” and meet the federal standard for Adequate Yearly Progress (AYP)
- To provide quality staff development focused on improving areas of need as measured by annual student performance data.
- To utilize assessment data to ensure continuous improvement both horizontally and vertically throughout the district.
- Assessment data will drive instruction and provide opportunities for educators to predict and review progress.

Development Process and Review

During the 2009-2010 school year, Brazosport ISD District staff engaged in a process to establish a purpose for assessment, identify effective assessment methods and identify appropriate uses of the results of assessment. This process was part of an effort to develop a comprehensive assessment plan for all as a foundation for decisions about assessments that support moving beyond the view of assessment as a quantity of "correct" responses to include a valuing of the qualities of understanding represented by the learner.
The development process included initial meetings of the Curriculum and Assessment departments to identify needs and establish a process for the development of a comprehensive assessment plan. The input from campuses and instructional support staff was consolidated into a draft that was provided to stakeholders for further comment and revision.

The Brazosport ISD Comprehensive Assessment Plan is subject to regular review and suggestions for revision to ensure unbiased educational benefit for all students. Assessment systems must evolve and adapt to changing conditions, requirements and increased knowledge about students, learning and assessment. Periodic reviews, including a representation of all stakeholders in the education system, are the basis for making decisions to alter all or part of the assessment system focused on the support of learning.

Purposes of Assessment

Brazosport ISD has developed a comprehensive assessment plan upon the principle that the primary purpose of assessment is to support student learning. Assessment to enhance student learning must be integrated with, not separate from, curriculum and instruction. In such an assessment system, it is essential that the purpose of assessment begins with the needs of the learner and builds toward the needs of other stakeholders. Therefore; the Brazosport ISD Comprehensive Assessment Plan defines assessment as the on-going process of gathering, describing and communicating information about student learning to guide instruction, promote student and teacher success and inform curriculum decisions.

This Assessment Plan incorporates multiple approaches, methods and formats of assessments that provide results to stakeholders that are useful for multiple purposes. The results of these assessments are used to provide instructional feedback in the development of student improvement plans as well as monitor and communicate generalized student achievement to parents and other appropriate stakeholders. Further purposes of assessment include identifying learner strengths and diagnosing weaknesses, evaluating the effectiveness and relevance of curriculum and instructional practice as well as evaluating the effectiveness of educational programs and establishing goals for school improvement.

Methods of Assessment

The Brazosport ISD Comprehensive Assessment Plan establishes a multiple approach toward assessment that includes quantitative, qualitative and diagnostic methods in support of student

learning. Multiple approaches to assessment support learning as a part of effective instruction connected to student experiences. Approaches toward and methods of assessment are aligned with the learning experiences of students, standards and benchmarks of the instructional program and with the intended use of the results. The Assessment Plan supports the use of a variety of methods and formats including norm referenced tests, criterion-referenced tests, classroom-based performance tasks as well as formal and informal observational methods. Classroom-based assessment methods that are a balance of content and process currently used include a combination of portfolios, journals, observations, checklists, collections of work samples, final product, teacher-made tests and authentic performances to assess what students know and are able to do.

Equity in Assessment

In education, equity ensures equal opportunities to learn, to participate in challenging programs and to have equal access to services needed in order to benefit from educational experiences. Assessment systems ensuring equity include instruments, policies, practices and uses that are fair to all students and do not limit present and/or future opportunities. Changes in forms of assessment are unlikely to enhance equity, unless changes are made in the ways assessments are used as well. This equity in assessment systems allows for multiple methods to assess student progress and for multiple but equivalent ways for students to express knowledge and understanding that are unbiased and reflect a student's actual knowledge and capabilities.

Section 2: Performance Measurement

- ✓ Classroom Performance
- ✓ School-wide Performance
- ✓ District-wide Performance
- ✓ State Assessments Instruments

Classroom Performance

Student learning occurs primarily in the classrooms of our organization. A classroom teacher, working directly with a learner and his/her family, can most effectively and efficiently influence student achievement. Therefore, the focus of our assessment plan is to support the work that occurs at the classroom level.

The assessments teachers elect to use must closely align with the individual needs of each student, his/her unique learning objectives, the instructional strategies employed, and the materials to be used. Therefore, it makes sense that the people who best know the learner and select the instructional strategies and materials to be used for that learner, are best equipped to determine the assessment tools to monitor and manage that learner's growth.

In the classroom, assessment…

- Provides information the teacher needs to direct instructional planning.
- Provides feedback that the learner requires in the learning process.
- Clarifies the skills and knowledge to be measured.
- Provides information that parents and other teachers require to collaborate as partners

School Performance

For student progress to be monitored effectively over several years, it is important to have systems in place that permit the correlation of data from one year to the next. The coordination of assessments requires professional dialog and collaboration that are most effective at the school site level. Therefore, the District believes that a *Comprehensive School Assessment Plan* is an essential component of a school's instructional program. A school assessment plan provides information specific to the programs, goals and needs that are unique to each school.

At the school level, assessment helps…

- Monitor student progress over several years using a common reporting index as students progress from grade to grade, teacher to teacher.
- Facilitate the evaluation of discreet instructional programs within each school.
- Measure progress toward the accomplishment of school goals.
- Evaluate key indicators of school-wide effectiveness such as discipline, attendance, parent participation, and student satisfaction.

A school-wide assessment plan should provide information in three general areas:
1) *Student performance*: The measure of our system's effectiveness is defined in terms of student performance. Every school should have a systematic program that diagnoses students' learning needs and strengths and monitors individual student achievement over time. Student progress should be reported to parents, students and to the community from year to year in ways that relate progress to District academic standards.

2) *School-wide program effectiveness*: It is incumbent upon schools to evaluate the effectiveness of the programs, strategies and materials they employ. Are the programs positively impacting student learning? Are certain teaching techniques or organizational methods more effective than others are? Each school must have in place measures and methods to collect and evaluate components of school-wide program effectiveness.

3) *Attitudes and Perceptions*: It is necessary to understand what students, parents and teachers think about the learning environment. Perceptions and attitudes are important because people act in accordance with what they believe, perceive or think. Every school should have strategies in place to collect and evaluate information about how people feel about their educational experiences.

District Performance

The District is a complex composite of schools, programs and departments, each with its own unique activities that contribute to the organization's overall purpose. Student learning, our organization's reason for being, is affected by how effectively and efficiently the organization coordinates and aligns the activities of its schools and departments with its overall purpose.

At the District level, assessment systems…

- Maintain system-wide alignment with the academic standards.
- Help monitor the effectiveness of district-wide programs, curricula and materials.
- Provide a common reporting index for reporting student achievement.
- Compare student performance to other districts/states/nations.
- Assure equity for all students

At the District level, the *Comprehensive School Assessment Plan* includes the following measures:

Grade	Reading	ELA	Math	Science	Social Studies

Kindergarten	B/M/E Literacy Screener	Sentence Dictation	B/M/E Numeracy Screener	N/A	N/A
1st Grade	B/M/E Literacy Screener EOY CBA	N/A	B/M/E Numeracy Screener EOY CBA	N/A	N/A
2nd Grade	B/M/E Literacy Screener EOY CBA	EOY CBA	B/M/E Numeracy Screener EOY CBA	EOY CBA	N/A
3rd Grade	B/M/E Literacy Screener TAKS Benchmark	EOY CBA	B/M/E Numeracy Screener Fall CBA TAKS Benchmark	Fall/Spring CBA	EOY CBA
4th Grade	B/M/E Literacy Screener TAKS Benchmark	TAKS Benchmark	B/M/E Numeracy Screener Fall CBA TAKS Benchmark	Fall/Spring CBA	EOY CBA
5th Grade	Fall CBA TAKS Benchmark	N/A	Fall CBA TAKS Benchmark	Fall CBA TAKS Benchmark	Fall/Spring CBA
6th Grade	Fall CBA TAKS Benchmark	Fall/Spring CBA	Fall CBA TAKS Benchmark	Fall/Spring CBA	Fall/Spring CBA
7th Grade	SRI (4) MOY/EOY/CBA TAKS Benchmark	TAKS Benchmark	Fall CBA TAKS Benchmark	Fall/Spring CBA	Fall/Spring CBA
8th Grade	SRI (4) MOY/EOY CBA TAKS Benchmark	Fall CBA	Fall CBA TAKS Benchmark	Fall CBA TAKS Benchmark	Fall CBA TAKS Benchmark
9th Grade **EOC Where Available**	SRI (3) Fall CBA English I EOC	N/A	Sem 1 Core CBA TAKS Benchmark	Sem 1&2 Core CBA	Sem 1 Core CBA
10th Grade **EOC Where Available**	N/A	Sem 1&2 Core CBA TAKS Benchmark	Sem 1 Core CBA TAKS Benchmark	Sem 1&2 Core CBA TAKS Benchmark	Sem 1&2 Core CBA TAKS Benchmark
11th Grade **EOC Where Available**	N/A	Sem 1&2 Core CBA TAKS Benchmark	Sem 1 Core CBA TAKS Benchmark	Sem 1&2 Core CBA TAKS Benchmark	Sem 1 Core CBA TAKS Benchmark
12th Grade	N/A	Sem 1&2 Core CBA	Sem 1&2 Core CBA	Sem 1&2 Core CBA	Sem 1&2 Core CBA

The following are additional district level measures:

Grade	Gifted & Talented	Bilingual/ ESL	Technology	College Readiness	Other

Kindergarten	SOI Torrance Raven	TELPAS TPRI / TEJAS LEE			
1st Grade	SOI Torrance Raven	TELPAS TPRI / TEJAS LEE			
2nd Grade	SOI Torrance Raven	TELPAS TPRI / TEJAS LEE Stanford 10			
3rd Grade	SOI Torrance Raven OLSAT	TELPAS TPRI / TEJAS LEE			
4th Grade	SOI Stanford	TELPAS			
5th Grade	SOI OLSAT Stanford	TELPAS			
6th Grade	SOI Stanford	TELPAS	Beginning of Year		
7th Grade	SOI Stanford	TELPAS			
8th Grade	SOI Stanford	TELPAS	End of Year	ReadiStep	
9th Grade	SOI Stanford	TELPAS			
10th Grade	SOI Stanford	TELPAS		PSAT	
11th Grade	SOI Stanford	TELPAS		PSAT	
12th Grade	SOI Stanford	TELPAS		ACT, SAT, THEA	

State Assessment Instruments

For more than 25 years, Texas has had a statewide student assessment program. Over time, changes to state and federal statute as well as to the state-mandated curriculum, currently the Texas Essential Knowledge and Skills (TEKS), have required the Texas Education Agency to expand the state assessment program, making it more inclusive of and accessible to all student groups. Whether students are served through general education, special education, or bilingual/English as a Second Language programs, the state tests provide a snapshot of the degree to which students are learning the TEKS. As a result of this snapshot, students can receive the additional help they need to strengthen their knowledge and skills in core academic areas; and districts and campuses can evaluate the effectiveness of their instructional programs. In this way, the state assessment program plays an important role in helping all students, no matter what their instructional setting, reach their academic potential.

Texas Assessment of Knowledge and Skills (TAKS)

TAKS measures a student's mastery of the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). TAKS is administered for

- Grades 3–9 reading
- Grades 3–10 and exit level mathematics
- Grades 4 and 7 writing
- Grade 10 and exit level English language arts (ELA)
- Grades 5, 8, 10, and exit level science
- Grades 8, 10, and exit level social studies

Eligible students may meet testing requirements with Spanish-version TAKS assessments, available for

- Grades 3–5 reading
- Grades 3–5 mathematics
- Grade 4 writing
- Grade 5 science

TAKS (Accommodated)

TAKS includes an accommodated form called TAKS (Accommodated) for students served by special education who meet the eligibility requirements for certain specific accommodations. The TAKS (Accommodated) form includes format accommodations (larger font, fewer items per page, etc.) and contains no embedded field-test items. TAKS (Accommodated) is available for all English- and Spanish- version TAKS assessments.

End-of-Course Assessments

Senate Bill (SB) 1031 mandates the development of end-of-course (EOC) assessments for secondary-level courses in Algebra I, Algebra II, geometry, biology, chemistry, physics, English I, English II, English III, world geography, world history, and United States history. The purpose of the new EOC

assessments is to measure students' academic performance in core high school courses and to become part of the graduation requirements starting with the freshman class of 2011–2012. The EOC assessments for lower-level courses will include questions that determine readiness for advanced coursework. The assessments for higher-level courses will include a separate series of special purpose questions that measure college readiness and the need for developmental coursework in higher education. In addition, the score a student achieves on each EOC assessment will be worth 15% of the student's final grade for that course.

The following assessments will require mandatory participation for selected campuses in spring 2010: geometry, biology, chemistry, and world geography. Campuses selected to participate in the 2010 operational EOC assessments will be assigned to a specific assessment(s) and will be assigned to either an online or paper testing mode for the assessment. Campuses that are not selected to participate in an operational EOC assessment sample may elect to participate in any of the EOC assessments on a voluntary basis.

TAKS–Modified (TAKS–M)

TAKS–Modified (TAKS–M) is an alternate assessment based on modified academic achievement standards and is designed for students receiving special education services who meet participation requirements for TAKS–M and for whom TAKS is not appropriate. TAKS–M covers the same grade-level content as TAKS, but the assessment itself has been simplified through modifications in format (larger font, fewer items per page, etc.) and test design (fewer answer choices, simpler vocabulary and sentence structure, etc.). TAKS–M is administered in English for the same grades and subjects as TAKS. Spanish-version TAKS–M assessments are not available.

TAKS–Alternate (TAKS–Alt)

TAKS–Alternate (TAKS–Alt) is an alternate assessment based on alternate academic achievement standards and is designed for students with significant cognitive disabilities who meet the participation requirements. Unlike other statewide assessments in Texas, TAKS–Alt is not a traditional paper or multiple-choice test. Instead, the assessment involves teachers observing students as they complete teacher-designed activities that link to the grade-level TEKS curriculum. Teachers then score student performance using the TAKS–Alt rubric and submit results and evidence through an online instrument. TAKS–Alt is administered in the same grades and subjects as TAKS.

Linguistically accommodated testing (LAT)

Linguistically accommodated testing (LAT) is a special administration of TAKS for LEP-exempt recent immigrants. Linguistic accommodations are made in order to assist students in overcoming language barriers and to provide a meaningful assessment of academic knowledge and skills. LAT administrations of TAKS tests are available for

- Grades 3–8 reading and grade 10 English language arts (ELA)
- Grades 3–8 and 10 mathematics
- Grades 5, 8, and 10 science

LAT administrations of TAKS, including TAKS (Accommodated), and TAKS–M are provided for eligible students. Spanish-version LAT tests are available in the same grades and subjects as the Spanish versions of TAKS but are not available for LAT administrations of TAKS–M.

The Texas English Language Proficiency Assessment System (TELPAS)

The Texas English Language Proficiency Assessment System (TELPAS) is designed to assess the progress that limited English proficient (LEP) students make in learning the English language. TELPAS measures English language proficiency in the following domains:

TELPAS reading is a written assessment that measures annual growth in English language proficiency of LEP students in grades 2–12.

TELPAS reading (K–1), listening, speaking, and writing assessments enable teachers to holistically rate a LEP student's English language proficiency based on daily interactions and observations of the student during classroom instruction. These observation protocols are administered for

- Grades K–1 reading, listening, speaking, and writing
- Grades 2–12 listening, speaking, and writing

Section 3: Guiding Principles of High Quality Assessment

- ✓ Guiding Principle #1- Improvement of Student Learning
- ✓ Guiding Principle #2- Comprehensive in Nature
- ✓ Guiding Principle #3- Measure Growth over Time
- ✓ Guiding Principle #4- Validity and Reliability
- ✓ Guiding Principle #5- Collection and Management

#1 The essential purpose of assessment is the improvement of student learning

The primary purpose of assessment is to inform and influence the work of teachers, students, parents and the community. The District places a premium on information that informs the day-to-day decisions of students, teachers and parents and lead to improved student learning. The assessments we use are tools to help create a complete picture of performance and achievement for each student.

If the essential purpose of assessment is the *improvement of student learning*, then it must be…

- Aligned to curriculum standards
- Meaningful to students, teachers and parents
- Fair
- Timely

#2 Assessment must provide a comprehensive picture of student achievement

A *Comprehensive Assessment Plan* must employ a variety of assessments and assessment strategies to provide evidence of student growth and achievement over time.

If assessments are to provide a *comprehensive* picture of student achievement, then they must…

- Provide students multiple opportunities
- Employ multiple formats
- Assess curriculum standards
- Employ multiple types

#3 Assessment must measure student growth over time

By focusing on student growth and gain over time, we can measure and report the impact of curriculum and instruction on student performance regardless of individual differences in starting points or levels of prior knowledge. A basic component of our evaluation system is the educational "value added" to individuals and student groups over time.

If assessments are to measure student *growth over time*, they must be…

- Consistent
- Constant
- Incremental
- Aligned to curriculum standards
- Reportable on a common scale

#4 Assessment must be valid and reliable

Assessments are useful only when they yield quality information. Teachers require valid and reliable district assessments against which they can compare the results of classroom assessments. Therefore, standards of quality must guide the selection of tests, scoring guides and the development of standardized District assessments. Alignment of district, site, and classroom assessments with academic standards is necessary to maximize student learning.

If assessments are to be valid and reliable, they must…

- Provide replicable results
- Address the academic standards
- Be administered appropriately
- Be validated over many administrations
- Be culturally unbiased

#5 Assessment data must be responsibly and efficiently collected and managed

We are committed to the ethical management, storage and use of data. Data collected concerning individual students, the community, and our schools and programs must only be used to advance our vision and mission.

If assessment data are to be responsibly and efficiently managed, they must…

- Be responded to (not ignored)
- Be shared confidentially.
- Have clearly defined purposes that are communicated in advance
- Be integrated into classroom instruction

Section 4: Alternate Assessment

- ✓ Special Education Services
- ✓ Gifted and Talented Services
- ✓ English Language Learner Services

Rationale
Texas espouses an inclusive state assessment program. Districts are accountable for the assessment of all students enrolled in the district, including those receiving Special Education, Gifted and Talented and English Language Learner services. A number of federal and state laws have been enacted that call for higher standards of learning for all students, accountability for student learning, and the development of better assessments to measure the progress made in improving education. This legislation establishes the foundation for the requirement that every student be accounted for in Texas's state assessment program and be included in each district's assessment plan.

Special Education Services

Section 504 of the Rehabilitation Act of 1973
This Act lays the foundation for including students with disabilities in state assessment by prohibiting their exclusion from and discrimination against in federally-assisted programs or activities. Given the potential benefits of including students with disabilities in state assessment, their exclusion clearly violates the intent of Section 504.

Title of the Elementary and Secondary Education Act of 2002
(No Child Left Behind) requires the inclusion of all students with disabilities in the state assessment system. Title I further requires that the assessment results for all students (and students in specified subgroups, including students with disabilities) who have been enrolled in a school for a full academic year be used in calculating Adequate Yearly Progress (AYP) for the school, and that the assessment results of students who have been enrolled in a school site/district for a full academic year be used in calculating AYP for the district.

Individuals with Disabilities Education Act (IDEA)
This law provides federal funds to assist states and schools in making a free and appropriate education available to all students identified as having a disability. Under IDEA, states must

ensure that all students with disabilities participate in state and district-wide assessment programs, if necessary with appropriate accommodations, or take an alternate assessment, and that the assessment results for all students with disabilities are publicly reported, regardless of length of enrollment. With regard to assessment programs, IDEA requires that:

- States establish goals and standards for the performance of students with disabilities that, to the maximum extent appropriate, are consistent with the goals and standards established for all children in the state;
- States establish performance indicators that can be used to assess student progress toward meeting those goals and standards;
- Children with disabilities be included in state and district-wide assessment programs with appropriate accommodations provided as necessary;
- States develop guidelines that allow children with disabilities who cannot participate in the regular assessment program to participate in an alternate assessment;
- States develop and conduct alternate assessments for students who cannot participate in the regular assessment program;
- States report to the public on the progress of students with disabilities with the same frequency and in the same detail as they report on the assessment of nondisabled students;
- The Individual Education Plans (IEPs) of all students with disabilities specify how the child will be assessed (regular or alternate assessment), the reasons for this decision, and the accommodations needed.

Gifted and Talented Services

In 1977, the Texas Legislature passed its first legislation concerning the education of gifted/talented (G/T) students. In 1979, state funds for providing services to G/T children were made available, but providing such services was optional for school districts. In 1987, the Texas Legislature mandated that all school districts must identify and serve G/T students at all grade levels. In 1990, the Texas State Plan for the Education of Gifted/Talented Students (State Plan) was adopted by the Texas State Board of Education (SBOE) that included a commitment to high-level learning opportunities for G/T learners expressed in the following goal:

> Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services.

The Brazosport Independent School District identifies and serves gifted students in grades K-12. Students in grades K-5 are identified on the basis of general intellectual ability and creative thinking while students in grades 6-12 are identified based upon specific academic aptitude, coupled with general intellectual ability and creative thinking. This program, SEARCH, endeavors to provide services and support for gifted students by Seeking Excellence through Ability, Responsibility, Creativity, and Honor.

Our philosophy of education for the gifted and talented is the philosophy of all education, namely, to help each student meet his/her potential. The Gifted and Talented Program shall act as a catalyst for differentiating regular programs and instruction to provide identified students with challenges that stimulate them to reach levels of achievement consistent with their abilities. Our approach to the education of Gifted and Talented students will be to offer a differentiated curriculum within the regular classroom and enriched, accelerated, and/or independent experiences in other settings that serve the student in lieu of regular classroom instruction.

Within BISD, assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their diverse talents and abilities. The district has developed written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies:

> (1) include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
> (2) include assessment measures collected from multiple sources according to each area defined in The Texas State Plan for the Education of Gifted/Talented Students;
> (3) include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted/ talented program;
> (4) provide for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and
> (5) include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

English Language Learner Services

English language learners within BISD come from a variety of language backgrounds, cultures, and educational settings. Some are born in the U.S. and educated here from kindergarten on, while others are immigrants who may be in any grade when they arrive in the U.S. Immigrant students come to the U.S. with varying knowledge of the English language. They also have widely differing educational backgrounds. Some immigrants have had excellent academic preparation; others have had limited prior school experience. The instructional programs that schools are required to provide to second language learners also vary. These differences make it essential for decisions concerning instruction and assessment to be made on an individual student basis.

Concerns have become increasingly pressing at the national and state level about the need to ensure that ELLs are included in academic achievement measures in an appropriate manner. Test scores have significant consequences for school districts and individual students. The academic achievement of students weighs heavily in educational accountability systems, and test scores affect the ability of students to advance to the next grade, graduate from high school, and pursue postsecondary goals.

Test validity refers to the extent to which a test measures what it intends to measure. When ELLs take tests in English, the validity of inferences drawn from their test scores is affected when they miss test questions not because they do not know the content assessed but because they misunderstand the English used on the test. For ELLs, it is not always clear to what extent low scores on a subject-area test in English is the result of limited English proficiency versus insufficient content knowledge. Researchers and practitioners indicate that it may take a number of years for a student who does not know English initially to become proficient enough to use English effectively in academic situations.

Section 39.027 (e) of the Texas Education Code (TEC) requires the Texas Education Agency (TEA) to develop an assessment system that evaluates the academic progress, including reading proficiency in English, of English language learners (ELLs). In addition, Section 39.023 (m) of the TEC requires TEA to develop procedures for language proficiency assessment committees (LPACs) to follow to ensure that exempted ELLs are administered the state's assessments of academic skills at the earliest practical date.

The goals of BISD in working with ELL students include the following:

1. Establish a screening process that will identify all students whose predominant language is other than English.
2. Establish language assessment procedures in both oral and written native language & English that will identify and guide the placement, instructional program, and assessment of LEP students.
3. Achieve consistency throughout the district in:
   a. placement of students into appropriate Bilingual/ESL classes
   b. use of appropriate language development strategies
   c. academic success for exited students
4. Ensure that campus administrative procedures are in compliance with the laws of the State of Texas rules of the State Board of Education.

Section 5: Development, Administration, & Reporting

- ✓ Development
- ✓ Administration
- ✓ Reporting

✓ Assessment Program Components

Development

Everyone who participates in the development or implementation of assessment systems is responsible for helping to ensure that the instrument is of high quality. Good tests directly impact the strength of the overall assessment program. A well-planned assessment program will increase the probability that stakeholders will be able to engage in valid and accurate evaluation of student, teacher, campus, and district performance. When developing assessment instruments it is critical that each step of the process be undertaken in a purposeful and thorough manner including the following steps:

1. **Identify** the purpose of the assessment to inform the construction of the instrument
2. **Develop** the test specifications or blueprint to outline the design of the instrument
3. **Purchase** or **create** test items keeping the following questions in mind:
    a. Do the items appear to assess the intended knowledge and skills at the appropriate difficulty level?
    b. Will students clearly understand the instructions and the individual items?
    c. Are any of the distracters confusing or too blatantly incorrect?
    d. Will the responses of students from different racial, ethnic and gender groups as well as students that are limited English proficient or receiving special education services indicate that the assessment instrument is not biased against them?
    e. Are the items accurate with appropriate grammar and a consistent style?
4. **Assemble** the test including the items, booklet, instructions, and test key for general, modified, and advanced assessments.
    a. Special Education and general education teachers will work in collaboration to assist with the creation of modified assessments.
    b. Modified tests will cover the same content as the general tests, however content and format will be modified to make the material more accessible.
5. **Prepare** the assessment for printing and distribution according to the established schedule.

Administration

1. Ensure that the test is administered in accordance with established guidelines to ensure validity, reliability, and fairness of test results.
    a. Benchmarks are given within the assigned window.
    b. Teachers and students will not receive or view benchmarks prior to the day of testing.
    c. Teachers will provide ARD/504/LPAC testing accommodations as determined by each committee.
    d. Teachers should maintain appropriate test security and confidentiality.
2. Review data on the assessment instrument to check for validity and fairness.
3. Teachers will review the test with students within 10 school days after administration.
4. Campuses will not make copies in part or whole of any BISD Local Assessments or test keys. Cover sheets should be separated from the packet to protect the students' identity, and tests will be properly destroyed by campus personnel.

Reporting

When reporting assessment results the goal is to use the data to create knowledge that will enable stakeholders to take appropriate actions.

Important considerations include asking:

- What do the results mean?
- What are the implications of what has been learned?
- What changes should be made based upon the information gained?

Curriculum staff should identify:

- The extent to which objectives have been met
- Strengths and weaknesses in individual content areas
- The learning status and needs of students
- Which portions of the curriculum are in most need of assistance

Grading:

- Questions on benchmarks will not be omitted by individual teachers or campuses.
- Benchmark scores will not be curved. Teachers may follow their campus guidelines on adjusting the grade following re-teaching/re-testing of content.
- Curriculum Based Assessments will count as a Test Grade.
- TAKS Benchmark Assessments will count as two Daily Grades.
- Documents for students taking modified tests will be scanned separately and will not be aggregated with the general education tests.
- Scores for students that are LEP EXEMPT will not be aggregated with the general education students and will be used for instructional purposes only.

Parent Notifications: Students in 1st-4th grade will receive a letter with a report of student performance by objective for EOY assessments.

Glossary

Accommodations Changes in the way assessments are administered so that students with disabilities and English Language Learners can be included in the assessment. Assessment accommodations might include Braille forms for blind students or tests in native languages for students whose primary language is other than English.

Alignment The process of linking content and performance standards to assessment, instruction, and learning in classrooms. One typical alignment strategy is the step-by-step development of (a) content standards, (b) performance standards, (c) assessments, and (d) instruction for classroom learning. Ideally, each step is informed by the previous step or steps, and the sequential process is represented as follows:

> Content Standards - Performance Standards - Assessments - Instruction for Learning
> In practice, the steps of the alignment process will overlap. The crucial question is whether classroom teaching and learning activities support the standards and assessments. System alignment also includes the link between other school, district, and state resources. Alignment supports the goals of the standards, i.e., whether professional development priorities and instructional materials are linked to what is necessary to achieve the standards.

Alternate Assessment Alternate assessments are used to evaluate the performance of students who are unable to participate in general state assessments even with accommodations. Alternate assessments provide a mechanism for students with the most significant cognitive disabilities, and for other students with disabilities who may need alternate ways to access assessments, to be included in an educational accountability system.

There are three types of alternate assessments:

Alternate Assessments Based on Alternate Achievement Standards (AA-AAS) for students with the most significant cognitive disabilities. These assessments are based on the grade-level content covered by the general assessment, but at reduced depth, breadth, and complexity. These assessments describe achievement based on what a state determines is a high expectation for these students.

Alternate Assessment Based on Modified Academic Achievement Standards (AA-MAS) for students with disabilities who are working on grade-level content that is covered on the general assessment but whose disabilities may result in their needing more time to master the content. These assessments measure a student's mastery of grade-level content, but are less difficult than grade-level achievement standards.

Alternate Assessments Based on Grade-level Achievement Standards (AA-GLAS) for students with disabilities who need testing formats or procedures that are not included in the

general assessment or not addressed with use of accommodations. These assessments include the same grade-level content as the general assessment and describe achievement in the same way as the general assessment.

The primary purpose for alternate assessments in state assessment systems is to increase the capacity of large-scale accountability systems to create information about how a school, district, or state is doing in terms of overall student performance. Gathering data on the performance of students through alternate assessments requires rethinking traditional assessment methods. An alternate assessment is neither a traditional large-scale assessment nor an individualized diagnostic assessment. For students with disabilities, alternate assessments can be administered to students who differ greatly in their ability to respond to stimuli, solve problems, and provide responses.

Analytic Scoring Evaluating student work across multiple dimensions of performance rather than from an overall impression (holistic scoring). In analytic scoring, individual scores for each dimension are scored and reported. For example, analytic scoring of a history essay might include scores of the following dimensions: use of prior knowledge, application of principles, use of original source material to support a point of view, and composition. An overall impression of quality may be included in analytic scoring.

AWARE An application that is part of Eduphoria that allows administrators and teachers the ability to view TAKS and benchmark data, student inventories, as well as any other test data the district has uploaded. The administrator and teacher will be able to view the test data in the following views: district, campus, classroom, and individual student. This application in Eduphoria will help facilitate data analysis in order to impact classroom instruction and student performance.

Benchmark Specific knowledge and skills anchored to content standards that a student needs to accomplish by a specific grade or grade span. A detailed description of a specific level of student performance expected of students at particular ages, grades, or development levels. Benchmarks are often represented by samples of student work. A set of benchmarks can be used as “checkpoints” to monitor progress toward meeting performance goals within and across grade levels.

Blueprint A test blueprint, also known as test specifications, consists of a matrix, or chart, representing the number of questions in a test within each topic and level of objective. The blueprint identifies the objectives and skills that are to be tested and the relative weight on the test given to each. The blueprint ensures that each topic as well as level of objective is included in each test.

Classroom Assessment An assessment developed, administered, and scored by a teacher or set of teachers with the purpose of evaluating individual or classroom student performance on a topic. Classroom assessments may be aligned into an assessment system that includes alternative assessments and either a norm-referenced or criterion-referenced assessment.

Ideally, the results of a classroom assessment are used to inform and influence instruction that helps students reach high standards.

Content Standards Broadly stated expectations of what students should know and be able to do. Content standards define for teachers, schools, students, and the community not only the expected student skills and knowledge, but what schools should teach.

Criteria Guidelines, rules, characteristics, or dimensions that are used to judge the quality of student performance. Criteria indicate what we value in student responses, products or performances. They may be holistic, analytic, general, or specific. Scoring rubrics are based on criteria and define what the criteria mean and how they are used.

Criterion-Referenced Assessment An assessment where an individual's performance is compared to a specific learning objective or performance standard and not to the performance of other students. Criterion-referenced assessment tells us how well students are performing on specific goals or standards rather that just telling how their performance compares to a norm group of students nationally or locally. In criterion-referenced assessments, it is possible that none, or all, of the examinees will reach a particular goal or performance standard.

Curriculum Based Assessment An assessment developed in collaboration with curriculum leadership teams and the district assessment department, with the purpose of evaluating individual or classroom student performance based on the district scope and sequence and curriculum pacing calendar. Curriculum base assessments may be aligned into an assessment system that includes alternative assessments and either a norm-referenced or criterion-referenced assessment. Ideally, the results of a curriculum base assessment are used to inform and influence instruction that helps students reach mastery of the TEKS of that particular course, subject, or grade level.

Dimensions Desired knowledge or skills measured in an assessment and usually represented in a scoring rubric. For example, a measurement of student teamwork skills on a performance assessment might include 6 dimensions: adaptability (recognizing problems and responding appropriately), coordination (organizing team activities to complete a task on time), decision making (using available information to make decisions), interpersonal (interacting cooperatively with other team members), leadership (providing direction for the team), and communication (clearly and accurately exchanging information between team members).

District-wide assessments Large-scale achievement or performance measures. At least one district-wide assessment shall allow for the following: the comparison of the same group of students over time as they progress through the grades or the cross-sectional comparison of students at the same grades over multiple years.

Eduphoria A complete web based application suite that includes: Aware, Forethought, Formspace, PDAS 2010, and Workshop. These applications can be used to access TAKS and benchmark test data, create test, access TEKS and curriculum, track PDAS progress, and manage professional development courses and hours.

Equity is the concern for fairness, i.e., that assessments are free from bias or favoritism. An assessment that is fair enables all children to show what they can do. At minimum, all assessments should be reviewed for (a) stereotypes, (b) situations that may favor one culture over another, (c) excessive language demands that prevent some students from showing their knowledge, and (d) the potential of the assessments to include students with disabilities or English Language Learners.

Evaluation When used for most educational settings, evaluation means to measure, compare, and judge the quality of student work, schools, or a specific educational program.

Holistic Scoring Evaluating student work in which the score is based on an overall impression of student performance rather than multiple dimensions of performance (analytic scoring).

Indicators Information about the general status, quality, or performance of an educational system.

Item An individual question or exercise in an assessment or evaluative instrument.

Norm-Referenced Assessment An assessment where student performance or performances are compared to a larger group. Usually the larger group or "norm group" is a national sample representing a wide and diverse cross-section of students. Students, schools, districts, and even states are compared or rank-ordered in relation to the norm group. The purpose of a norm referenced assessment is usually to sort students and not to measure achievement towards some criterion of performance.

On-Demand Assessment An assessment that takes place at a predetermined time and place, usually under uniform conditions for all students being assessed. The ACT, district assessments, and most in-class unit tests and final exams are examples of on-demand assessments.

Opportunity to Learn To provide students with the teachers, materials, facilities, and instructional experiences that will enable them to achieve high standards. Opportunity to learn (OTL) is what takes place in classrooms that enables students to acquire the knowledge and skills that are expected. OTL can include what is taught, how it is taught, by whom, and with what resources.

Performance Assessment An assessment that requires students to generate a response to a question rather than choose from a set of responses provided to them. Exhibitions, investigations, demonstrations, written or oral responses, journals, and portfolios are examples of the assessment alternatives we think of when we use the term "alternative assessment." Ideally, alternative assessment requires students to actively accomplish complex and

significant tasks, while bringing to bear prior knowledge, recent learning, and relevant skills to solve realistic or authentic problems. Alternative assessments are usually one key element of an assessment system.

Performance Levels The federal Elementary and Secondary Education Act (ESEA) requires that at least three levels of performance be established that identify what students must do to demonstrate proficiency at a specific level on the content standards. At least two of those three levels shall describe what all students ought to know or be able to do if their achievement or performance is deemed proficient or advanced. The third level shall describe students who are not yet performing at the proficient level. A school or school district may establish more than three performance levels that include all students for district-wide or other assessments.

Proficient Characterizes student performance related to content standards at a level that is acceptable by the school or school district.

Portfolio Assessment A portfolio is collection of work, usually drawn from students' classroom work. A portfolio becomes a portfolio assessment when (1) the assessment purpose is defined; (2) criteria or methods are made clear for determining what is put into the portfolio, by whom, and when; and (3) criteria for assessing either the collection or individual pieces of work are identified and used to make judgments about performance. Portfolios can be designed to assess student progress, effort, and/or achievement, and encourage students to reflect on their learning.

Rater A person who evaluates or judges student performance on an assessment against specific criteria.
Rater Training The process of educating raters to evaluate student work and produce dependable scores. Typically, this process uses anchors to acquaint raters with criteria and scoring rubrics. Open discussions between raters and the trainer help to clarify scoring criteria and performance standards, and provide opportunities for raters to practice applying the rubric to student work. Rater training often includes an assessment of rater reliability that raters must pass in order to score actual student work.

Reliability The degree to which the results of an assessment are dependable and consistently measure particular student knowledge and/or skills. Reliability is an indication of the consistency of scores across raters, over time, or across different tasks or items that measure the same thing. Thus, reliability may be expressed as (a) the relationship between test items intended to measure the same skill or knowledge (item reliability), (b) the relationship between two administrations of the same test to the same student or students (test/retest reliability), or (c) the degree of agreement between two or more raters (rater reliability). An unreliable assessment cannot be valid.

Scale Values given to student performance. Scales may be applied to individual items or performances, for example, checklists, i.e., yes or no; numerical, i.e., 1-6; or descriptive, i.e., the *Assessment Plan* Appendix B *Solon Community School District* page 12 2000/2001 student presented multiple points of view to support her essay. Scaled scores occur when participants' responses to any number of items are combined and used to establish and place students on a single scale of performance.

Standardization A consistent set of procedures for designing, administering, and scoring an assessment. The purpose of standardization is to assure that all students are assessed under the same conditions so that their scores have the same meaning and are not influenced by differing conditions. Standardized procedures are very important when scores will be used to compare individuals or groups.

Standards The broadest of a family of terms referring to statements of expectations for student learning, including content standards, performance standards, and benchmarks.

TAKS Based Benchmark An assessment developed in collaboration with curriculum leadership teams and the district assessment department, with the purpose of evaluating the objectives measured on the TAKS assessment and the Texas Essential Knowledge and Skills (TEKS) student expectation. The objectives, which are the reporting units for each test, are consistent from year to year. However, since not all student expectations are tested each year, the specific student expectations tested may vary from one test administration to another. Some student expectations will be included each year, while others will not. The student expectations selected for a test are representative of the range of content and difficulty eligible for each objective being assessed. Some items could possibly have been classified under more than one student expectation; in such cases, leadership committee members helped district staff reach consensus on the best alignment of an item.

Task An activity, exercise, or question requiring students to solve a specific problem or demonstrate knowledge of specific topics or processes.

Validity The extent to which an assessment measures what it is supposed to measure and the extent to which inferences and actions made on the basis of test scores are appropriate and accurate. For example, if a student performs well on a reading test, how confident are we that that student is a good reader? A valid standards-based assessment is aligned with the standards intended to be measured, provides an accurate and reliable estimate of students' performance relative to the standard, and is fair. An assessment cannot be valid if it is not reliable.

Alphabet Soup

AAR	Academic Achievement Record
ACT	American College Testing- ACT Testing
AD	Attention-Deficit
ADA	Adjusted Daily Attendance
ADD	Attention Deficit Disorder
ADHD	Attention-Deficit Hyperactivity Disorder
AEC	Alternative Education Campus
AEIS	Academic Excellence Indicator System
AIP	Accelerated Instruction Plan
AMI	Accelerated Math Instruction
AP	Advanced Placement
ARD	Admission, Review, and Dismissal
ARI	Accelerated Reading Instruction
AT	At-Risk
AU	Academically Unacceptable
AYP	Adequate Yearly Progress
BIP	Behavior Intervention Plan
CBA	Curriculum Based Assessment
CIP	Continuous Improvement Plan
CTC	Campus Testing Coordinator

CTE	Career & Technology Education
DAEP	Discipline Alternative Education Program
DBA	Dyslexia Bundled Accommodations
DIP	District Improvement Plan
DTC	District Testing Coordinator
ELA	English Language Arts
ELL	English Language Learner
EOC	End of Course
ESC	Education Service Center
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FERPA	Family Educational Rights and Privacy Act
GED	General Educational Development
GPA	Grade Point Average
GPC	Grade Placement Committee
HSEP	High School Equivalency Program
IAP	Individual Academic Plan
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Plan
JJAEP	Juvenile Justice Alternative Education Program
LAT	Linguistically Accommodated Test

LD	Learning Disability
LEA	Local Education Agency
LEP	Limited English Proficiency
LOTE	Language Other Than English
LPAC	Language Proficiency Assessment Program
LRE	Least Restrictive Environment
LSG	Language Simplification Guide
NAEP	National Assessment of Educational Progress
NCLB	No Child Left Behind
OER	Open-Ended Response
OEYP	Optional Extended Year Program
OLSAT	Otis-Lennon School Ability Test
PDAS	Professional Development and Appraisal System
PEIMS	Public Education Information Management System
PGP	Personal Graduation Plan
PSAT/NMSQT	Preliminary SAT/National Merit Scholarship Qualifying Test
RTI	Response to Intervention
SAT	Scholastic Aptitude Test and Scholastic Assessment Test
SBEC	State Board for Education Certificate
SBOE	State Board of Education
SEM	Standard Errors of Measurement
SIOP	Sheltered Instruction Observational Protocol
SSI	Student Success In tentative

STAAR	State of Texas Assessment of Academic Readiness
STAR	Schools, Teachers, Administrators and Regions Grant
TA	Test Administrator
TAC	Texas Administrative Code
TAKS	Texas Assessment of Knowledge and Skills
TAKS ACC	Texas Assessment of Knowledge and Skills - Accommodated
TAKS ALT	Texas Assessment of Knowledge and Skills- Alternate
TAKS M	Texas Assessment of Knowledge and Skills – Modified
TEA	Texas Education Agency
TEC	Texas Education Code
TEKS	Texas Essential Knowledge and Skills
TELPAS	Texas English Language Proficiency Assessment System
THEA	Texas Higher Education Assessment
TPM	Texas Projection Measure
TPRI	Texas Primary Reading Inventory
TRS	Texas Retirement System
UIL	University Interscholastic League
XLR	Exit Level Retest

APPENDIX A

APPENDIX B

APPENDIX C